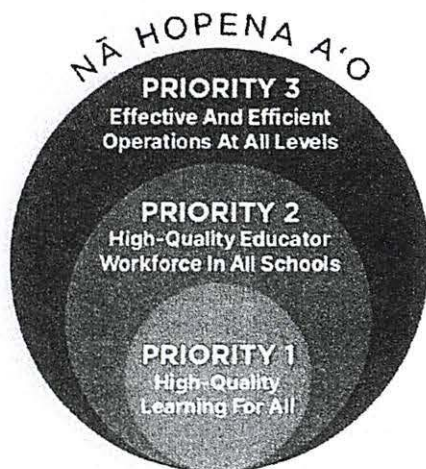
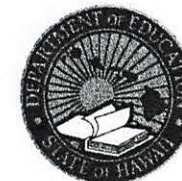
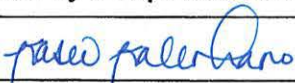




Hilo High School Academic Plan SY 2026-2027

556 Waianuenue Avenue
Hilo, HI 96720
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✓ Title I School
Non-Title I School

Submitted by Principal Adrian De Mello		Approved by Complex Area Superintendent Kasie Kaleohano	
	Date 4/10/26		Date 04.13.26

Directions for completing the School Academic Plan template can be found in the [Academic Plan Template Guidance document](#).

TABLE OF CONTENTS

VIABLE QUALITY CURRICULUM	3
UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS	4
HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)	4
IDENTIFIED SCHOOL NEEDS	5
PRIORITY 1	7
★ GOAL 1.1.	7
★ GOAL 1.2.	10
★ GOAL 1.3	12
PRIORITY 2	14
PRIORITY 3	15
★ GOAL 3.3.	15
★ Family and Community Engagement.	16
★ Other Systems of Support	17
APPENDIX A: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM	18
APPENDIX B: BELL SCHEDULE	21

VIABLE QUALITY CURRICULUM

This section highlights the **comprehensive instructional programs** and **supplementary instructional materials** used by each core subject area.

Please utilize the dropdown list to select the **comprehensive instructional program(s)** being used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the program. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
Grades 9-12 - ELA-1 - ELA-2 - ELA-3 - ELA-4	'20 Into Literature			
Grades 9-12 - Algebra 1 - Geometry - Algebra 2		Imagine Learning Illustrative Mathematics K-5 Math		
Grade 9 - 12 - Environmental Science - Biology - Chemistry				
Grade 9 - 12 - World History - US History - MHH/PID				
Grades 9-12 - FSC, Certificate Track	Other: Teachtown	Other: Teachtown		
AP Courses	College Board Course Audit	College Board Course Audit	College Board Course Audit	College Board Course Audit

Please list all **supplementary instructional materials** used to extend the comprehensive instructional programs identified above, and specify the grade level(s) or course name. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics	Science	Social Studies
10-12/ ELA	<u>Common Lit</u>			
9-12/ ELA	<u>NoRedInk</u>			

	<u>IXL</u>			
9/Geometry		<u>IXL</u>		
9-12/Math		<u>Kuta Software</u>		
9-12/SpEd	<u>Achieve3000</u>			
9-12/ELL	<u>Achieve3000</u>			

UNIVERSAL SCREENING AND PROGRESS MONITORING ASSESSMENTS

This section highlights school-administered **screening, and/or other progress monitoring assessments** designed to quickly identify the needs of students in **Kindergarten through Grade 9** who may require additional support.

Please utilize the dropdown list to identify the **screening and/or progress monitoring assessments** used, and specify the grade level(s) or course name. If "Other" is selected, please manually identify the assessment. Schools may indicate specific demographic subgroup(s) as appropriate.

Grade Level(s)/Course Name	English Language Arts	Mathematics
Grades 9-11 - ELA - Math	Other:SBA Interim Comprehensive Assessment (ICA)	Other:SBA Interim Comprehensive Assessment (ICA)
Special Education	STAR Progress Monitoring	STAR Progress Monitoring
English Language Learners (ELL)	WIDA Screener	WIDA Screener

HAWAII MULTI-TIERED SYSTEM OF SUPPORT (HMTSS)

The Department is committed to ensuring that every student receives the support necessary for success. This commitment includes providing personalized support to meet individual student needs, documenting student interventions and monitoring progress.

How does your school document **HMTSS student interventions**? Please select all that apply. If "Other" is selected, please explain.

Panorama

School-created template

Other:

IDENTIFIED SCHOOL NEEDS

Academic Plans require the identification of school needs based on data and other information analyzed as part of the school improvement process. The **Comprehensive Needs Assessment (CNA) Data Workbook** (linked [here](#)) and **Lei Kulia** (linked [here](#)) are data resources to help guide and support continuous school improvement.

This section highlights the critical student learning needs that require immediate attention for improvement, student subgroup(s) achievement gaps, and root/contributing cause for those needs and gaps, as identified in one or more of the following:

- Current CNA
- Other current assessment/self-study report: **[Insert text]**
- Current Western Association of Schools and Colleges (WASC) report

Year of Last Visit: March 2026

Type of Last Visit: Mid-Cycle Report & Visit

Year of Next Action: 2029

Type of Next Action: Full Self-Study

Year of Next Self-Study:

2029

Please identify **critical student learning needs** and the **root/contributing cause** why these needs have been prioritized.

"What should we prioritize to support our students and help us become the school we aspire to be? Why is this happening? What do we know?"

Please number the student need and root/contributing cause for ease of cross-referencing.

1	Student Learning Need: Despite an increase in math proficiency to 25% in 2024–2025, scores remain 16% below the state average, indicating that a significant proportion of students are not yet able to solve linear and polynomial equations, represent and interpret functions, create equations and inequalities, solve by graphing, and accurately perform polynomial operations. Students need to demonstrate proficiency in these priority standards by applying conceptual understanding across multiple representations and problem-solving contexts. Root/Contributing Cause: With Math standards, students require consistent vertical and horizontal alignment and differentiated (Tier II) interventions, as the inconsistent proficiency rates suggest gaps in foundational skills are preventing mastery of grade-level content. Students have had limited opportunities to apply conceptual understanding across different problem-solving contexts and may lack access to consistent, rigorous instruction.
2	Student Learning Need: Although ELA SBA proficiency increased by nearly 5% in 2023–24, the three-year trend declined from 48.6% to 47.6% and remains below the state average of 53%, indicating that many students are not yet able to determine advanced word meaning consistently, identify central ideas and supporting details, analyze text structure, and write and revise short texts. Students need to demonstrate proficiency in these priority skills by accurately applying them to grade-level texts and writing tasks. Root/Contributing Cause: ELA proficiency has declined slightly over the past three years and remains below the state average, indicating a need for targeted, consistent instruction in vocabulary development, identifying central ideas and supporting details, understanding text structures, and writing

	and revising brief texts. Students have not had robust, data-informed interventions and progress monitoring throughout the school year, nor differentiated support across content areas to strengthen comprehension and writing skills.
3	<u>Student Learning Need:</u> The widening math achievement gap between high-needs and non-high-needs students (11.9% in 2022–23 to 17.3% in 2024–25) indicates that high-needs students are not yet demonstrating proficiency in priority mathematical standards at the same rate as their peers, particularly in solving equations, representing and interpreting functions, and applying mathematical reasoning to grade-level tasks. Students need to demonstrate consistent proficiency in these standards through accurate problem-solving and application across multiple representations. The increasing ELA achievement gap (23% in 2022–23 to 29.7% in 2024–25) indicates that high-needs students are not yet able to determine advanced word meaning consistently, identify central ideas and supporting details, analyze text structure, and write and revise short texts at grade level. Students need to demonstrate proficiency in these literacy skills by applying them accurately to grade-level reading and writing tasks in order to close the performance gap with non-high-needs students. <u>Root/Contributing Cause:</u> Achievement Gap - Students will benefit from continued use of data to inform decisions that impact tested standards and curriculum modifications to close the widening achievement gap in ELA, Math and Science courses. Increased relevance (professional and "real world" applications) and engagement will aid in closing this gap. There has been a cursory use of data to inform curriculum modifications to promote "deeper discussion" processes whereby leadership determines how specific practices influence student learning needs. There have been inconsistent faculty discussions and decision-making focused on assessment data aligned to priority Math and ELA standards to ensure the root causes remain aligned with long-term school improvement goals.
4	<u>Student Learning Need</u> - The decline in Science EOC proficiency from 33.6% in 2022–23 to 32.9% in 2024–25, remaining below the state average of 43%, indicates that many students are not yet demonstrating proficiency in Tier 1 science standards that require them to analyze data, apply scientific concepts, and use evidence to explain phenomena. Students need to strengthen their ability to read and interpret scientific texts, write evidence-based explanations, and apply mathematical reasoning to scientific problems to demonstrate grade-level proficiency and improve overall Science achievement. <u>Root/Contributing Cause:</u> Achievement Gap - Students will benefit from continued use of data to inform decisions that impact tested standards and curriculum modifications to close the widening achievement gap in ELA, Math, and Science courses. Increased relevance (professional and "real world" applications) and engagement will aid in closing this gap. There has been a cursory use of data to inform curriculum modifications to promote "deeper discussion" processes whereby leadership determines how specific practices influence student learning needs. There have been inconsistent faculty discussions and decision-making focused on assessment data aligned to priority Math and ELA standards to ensure the root causes remain aligned with long-term school improvement goals.

To address student subgroup(s) achievement gaps, please list the **targeted subgroup(s)** and their **identified need(s)**. Enabling activities should address identified subgroup(s) and their needs.

1	Targeted Subgroup: Students with Disabilities (SPED) Identified Student Need(s): The achievement gap between special populations (Low SES, SpEd, and EL) and non-high needs populations has been consistently large
2	Targeted Subgroup: English Learners (ELs) Identified Student Need(s): The achievement gap between special populations (Low SES, SpEd, and EL) and non-high needs populations has been consistently large

Target (1-Year)		
Increase SBA English Language Arts proficiency from 47.6% to 57% (KPI Target)		
Quarter 1	Quarter 2	Quarter 3
Interim Measure SBA Interim Blocks Assessment Common Formative Assessment Data	Interim Measure SBA Interim Blocks Assessment Common Formative Assessment Data	Interim Measure SBA Interim Blocks Assessment Common Formative Assessment Data

Target (1-Year)		
Increase SBA Math proficiency from 25% to 26.1% (KPI Target)		
Q1 Interim Measures	Interim Measures	Interim Measures
SBA Interim Blocks Assessments Common Formative Assessment Data	SBA Interim Blocks Assessment Common Formative Assessment Data	SBA Interim Blocks Assessment Common Formative Assessment Data



PRIORITY 1: High-Quality Learning For All

★ **GOAL 1.1** All students experience rigorous, high-quality learning that results in equitable outcomes for all learners.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
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1.1.4. All student groups perform equally well academically and show continued academic growth, irrespective of background and circumstances. <i>Required for all schools.</i>	RC 1, 2, 3, 4	EA 1.1.4A - Schoolwide Instructional Framework (Tier 1 Core Instruction) Leads: Administration, Department Heads, Academy Leads Hilo High School will implement a consistent schoolwide instructional framework to strengthen Tier 1 instruction across all classrooms, with an emphasis on student learning, explanation, and the use of evidence in reading, writing, mathematics and science. (SW6) Implementation: - Teachers will design lessons aligned with priority standards that require students to think deeply, explain reasoning, and support ideas with evidence. - Instruction will incorporate: - Structured academic discourse - Writing to learn - Close reading of complex texts - Multiple representations in mathematics - Explicit modeling of reasoning processes - Teachers will reteach priority skills using differentiated strategies. - Students requiring additional support will receive targeted Tier II interventions on prerequisite skills - Progress will be monitored using reassessment of ongoing formative checks EA 1.1.4B - Data Driven Instruction and Intervention System Leads: Administration, Department Heads, Data Teams	EA 1.1.4A Walkthrough data showing implementation of target practices Student work samples demonstrating reasoning and evidence use Growth on common assessments aligned to priority standards Disaggregated performance data for high-needs student groups EA 1.1.4B Data team meeting agendas and analysis artifacts CFA results and reassessment growth	WSF, \$7,000 Title I, \$15,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$13,000 SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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		Hilo High School will implement a schoolwide cycle of common formative assessment, analysis, reteaching, and reassessment to ensure timely instructional adjustments and targeted support for students. (SW6) Implementation: a. Departments will administer common formative assessments aligned to priority standards at regular intervals. b. Data teams will analyze results to identify misconceptions and instructional needs. c. Teachers will reteach priority skills using differentiated strategies. d. Students requiring additional support will receive targeted Tier II interventions focused on prerequisite skills. e. Progress will be monitored using reassessment and ongoing formative checks. EA 1.1.4C - Freshman Success System (Transition to High School) Leads: Freshman Academy Lead, Counselors, Administration Hilo High School will implement an early-warning and support system to ensure successful transition and on-track progress for ninth-grade students. Implementation: a. Incoming students will be identified using multiple data sources (SBA results, course history, readiness indicators). b. Freshman teams will monitor students regularly using early warning indicators:	Increase the number of students meeting or exceeding proficiency Evidence of targeted support for identified students EA 1.1.4C Percentage of grade 9 students passing core courses Credit accumulation rates Attendance and behavior trends	
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		i. Course grades ii. Attendance iii. Behavior iv. Missing assignments c. Students at risk will receive timely supports such as tutoring, counseling, parent contact, and targeted interventions. d. Freshman teachers will provide foundational skill instruction during the first weeks of school.	Reduction in ninth-grade course failures	
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1.1.5. All students transition successfully at critical points, from elementary to middle school and from middle to high school. <i>Required for all schools.</i>	RC 1, 2, 3	EA 1.1.5A - Academic Readiness Transition Leads: Freshman Academy Leads, ELA DH, Math DH, Counselor Hilo High School teachers will collaborate with Hilo Intermediate School to align readiness expectations for grade 9 ELA and Math - Annual articulation meeting with Hilo Intermediate School - Identify the prerequisite skills students must have to enter Hilo High: - Integer operations - Solving one-step equations - Paragraph writing - Reading informational text - Share grade 9 performance data with Hilo Intermediate School - Develop a shared readiness checklist for incoming students EA 1.1.5B - Early Identification and Placement Leads: Counselors, ELA Department, Math Department Incoming 9th grade students will be identified before the start of the first quarter using multiple measures: - SBA 8th grade data - Reading level - Math readiness screener Students will be placed into: - Core classes - Intervention classes Students needing support are identified before course failure occurs	EA 1.1.5A Articulation meeting agendas Shared readiness document Hilo Intermediate data analysis EA 1.1.5B Placement rosters Screening data reports Intervention enrollment lists	WSF, \$ Title I, \$ 10,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:__, \$ Other:__, \$
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★ **GOAL 1.2 All students learn in a safe, nurturing, and culturally responsive environment.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.2.1. All students desire to and attend school regularly. <i>Required for all schools.</i>	RC 3	EA 1.2.1A - Attendance and Student Engagement System Leads: Administration, Counselors, Academy Leads Hilo High School will implement proactive monitoring and intervention to reduce chronic absenteeism and improve student engagement. Implementation: - Attendance data will be reviewed regularly to identify students below 90% attendance. - Families will be contacted promptly when attendance concerns arise. - Students with attendance concerns will receive targeted supports and monitoring. - Special attention will be given to students with both attendance and academic risk factors. EA 1.2.1B - Positive School Climate and Belonging Leads: Administration, Counselors, STARS Teachers, Academy Leads	EA 1.2.1A Chronic absenteeism rate Attendance improvement for flagged students Attendance of high-risk subgroups Correlation between attendance and course success EA 1.2.1B School climate and belonging survey results	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

		Hilo High School will strengthen a school culture that promotes student belonging, positive behavior, and supportive relationships with adults. (SW6) Implementation: a. Students will be assigned to an advisor/teacher who monitors academic progress and well-being. b. Teachers will implement consistent expectations and supportive classroom practices. c. Staff will engage in activities that reinforce the school mission, Nā Hopena A'o, and culturally responsive practices. d. Students demonstrating behavioral or academic concerns will receive targeted support plans.	Discipline and referral data Passing rates by grade level Participation in advisory supports	
1.2.2. All students demonstrate positive behaviors at school. <i>Required for all schools.</i>	RC 3	EA 1.2.2A - Classroom Learning Environment Leads: Administration, Counselors a. Teachers will implement consistent classroom expectations and routines b. Minor behaviors will be addressed using classroom strategies before referral c. Students with repeated referrals will receive behavior support plans	EA 1.2.2A Classroom referral rate Repeat referrals	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

1.2.3. All students experience a Nā Hopena A'o environment for learning. <i>Required for all schools.</i>	RC 3	EA 1.2.3A - Students Belonging and Adult Advocacy Leads: STARS teachers, Counselors, Academy Leads - Each student is assigned to a STARS teacher who monitors their academic progress - STARS teachers review student grades at least once per quarter - STARS teachers conduct academic goal-setting with students - Students at risk of failing meet with their counselor EA 1.2.3B - Staff Shared Vision & Culture Development Leads: Administration, Academy Leads Implementation - Facilitate faculty reflection on mission, vision, and Nā Hopena A'o - Connect instructional practices to student belonging and success - Highlight examples of effective practice across academies - Celebrate progress toward shared goals	EA 1.2.3A Number of students assigned to a STARS teacher Grade level attendance Passing percent per content area Panorama belonging survey EA 1.2.3B Staff survey results Participation in reflection activities Evidence of alignment in department plans Panorama belonging data	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$
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★ **GOAL 1.3 All students graduate high school prepared for college and career success and community and civic engagement.**

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
1.3.1. All students, throughout their K-12 experience, engage in a variety of career, community, and civic opportunities. <i>Required for all schools.</i>	RC 3	EA 1.3.A - Personal Transition Plan and Pathway Development Leads: Counselors, STARS Teachers, Academy Teachers Hilo High School will implement a structured process for students to set goals, monitor progress, and align coursework with postsecondary pathways. (SW6) Implementation - Students will review academic progress and update goals at least quarterly. - Students will develop and annually revise a four-year course plan aligned to career interests. - Advisors will guide students in identifying needed supports and planning for postsecondary options. - Students will engage in career exploration and readiness activities. EA 1.3.B - Capstone and Work-Based Learning Implementation Leads: Academy Leads, Capstone Teachers, CTE Coordinator, Counselors	EA 1.3.A Completion and quality of Personal Transition Plans Course alignment with pathway goals FAFSA and application completion rates Student survey data on postsecondary readiness EA 1.3.B Percentage of seniors completing	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

		Hilo High School will implement a Senior Capstone program that provides authentic work-based learning aligned to students' career pathways. (SW 5 & 6) Implementation - All seniors will enroll in a Capstone or Work-Based Learning course. - Students will complete a substantial project, internship, or community-based experience. - Students will develop a professional portfolio documenting learning and skill development. - Students will present their work publicly to demonstrate readiness for postsecondary success. EA 1.3.C - Student Ambassador Workforce Innovation Program Leads: Student Activities Coordinator, CTE Coordinator, Academy Leads, Counselors Hilo High School will implement a Student Ambassador program to strengthen workforce innovation by empowering students to support career exploration, industry partnerships, and work-based learning opportunities. Student ambassadors will serve as leaders connecting students with career pathways and real-world learning experiences. Implementation: - Student ambassadors will be selected from each academy to represent student voice and leadership in career pathway development - Student ambassadors will assist with career exploration activities, including: - Career days	Capstone requirements Work-based learning participation rates Portfolio and presentation evaluations Mentor feedback and student reflections EA 1.3.C Number of student ambassadors trained and participating Number of career events supported by student ambassadors Student participation in career exploration and work-based learning activities Advisory board and industry partner	
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		ii. Advisory Board meetings iii. Industry guest speakers iv. Workplace visits and job shadowing opportunities c. Student ambassadors will support the promotion of career academies, internships, and work-based learning opportunities to underclassmen d. Student ambassadors will help facilitate academy events, student panels, and community partnership activities that connect students with local workforce opportunities e. Student ambassadors will provide student perspective and feedback to academy leadership teams and advisory boards to strengthen career pathway programs	feedback on student engagement	
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PRIORITY 2: High-Quality Educator Workforce In All Schools

- ★ All students are taught by effective teachers.
- ★ All schools are staffed by effective support staff.
- ★ All schools are led by effective school administrators.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
2.1.2 All teachers are effective or receive the necessary support to become effective (Required for all schools.)	RC 1, 2, 3, 4	EA 2.A Leads: Administration, Department Heads Hilo High School will provide ongoing professional learning aligned to schoolwide instructional priorities to support effective teaching. (SW6) Implementation a. Professional development will focus on high-impact instructional practices, including academic discourse, evidence-based writing, conceptual mathematics, and formative assessment. b. Teachers will collaborate in data teams to analyze student work and plan instruction. c. New teachers will receive additional support through coaching and mentoring. d. Administrators will provide feedback through classroom observations.	EA 2.A Participation in professional learning activities Evidence of implementation in classrooms Teacher feedback and reflection Improvements in student learning outcomes	WSF, \$ Title I, \$10,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

★ GOAL 3.3 Families and staff are informed of and engaged in planning and decision-making processes.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.1. All School Community Councils have full membership, meet regularly, and are engaged with their respective school principal. <i>Required for all schools.</i>	RC 3	EA 3.A - School Community Council Academic Monitoring Leads: Principal, School Community Council The School Community Council will review academic data and progress toward school goals to support continuous improvement. Implementation - Academic data will be presented to the SCC at regular meetings. - The council will discuss trends, identify concerns, and provide recommendations. - Required membership and governance responsibilities will be maintained. EA 3.B - Family Partnership for Student Success Leads: Administration, Counselors, Teachers	EA 3.A SCC meeting agendas and minutes Data presentations Recommendations documented EA 3.B Parent contact logs	WSF, \$ Title I, \$10,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$



PRIORITY 3: Effective and Efficient Operations At All Levels

		Hilo High School will strengthen communication and collaboration with families to support student achievement. Implementation - Families will receive timely information about student progress and risks. - Parents will be notified when students are in danger of failing a course. - School staff will provide guidance on graduation requirements and postsecondary planning. - Opportunities for family engagement will be offered throughout the year.	Participation in family events Student improvement following interventions Postsecondary completion indicators	
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★ Families and community members are offered opportunities to actively participate in meaningful activities focused on improving student academic achievement and school performance.

Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
3.3.2 All families and staff can easily learn about and participate in feedback processes that inform decision making at the school, complex area, and state levels <i>All HW Schools</i>	RC 3	EA 3.3.A - Family Academic Communication Leads: Administration, Counselors, Teachers Hilo High will provide families with clear and timely information about student academic progress a. Actions i. Parents will be notified when students are at risk of failing a class ii. Families will receive quarterly grade reports iii. Teachers will communicate missing assignments and intervention opportunities	EA 3.3.A Parent contact logs Tutoring participation Grade improvement after contact	WSF, \$ Title I, \$5,000 Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant:____, \$ Other:____,

★ Other Systems of Support				
Desired Outcome <i>"What do we plan to accomplish?"</i>	Root/ Contributing Cause <i>"Why are we doing this?"</i>	Enabling Activities <i>"How will we achieve the desired outcome?"</i> and Name of Accountable Lead(s) <i>"Who is responsible to oversee and monitor implementation and progress?"</i>	Monitoring of Progress <i>"How will we know progress is being made?"</i>	Anticipated Source of Funds <i>"What funding source(s) should be utilized?"</i> <i>Estimate the additional amount needed for enabling activities.</i>
All students gain academically, behaviorally, and postsecondary because the NCAC model is functioning well.	RC 3 NSOP 10	Academy Model Implementation (NCAC Alignment) Leads: Administration, Academy Leads Hilo High School will maintain a strong career academy structure aligned to the National Career Academy Coalition (NCAC) Standards of Practice to support student achievement and readiness. Implementation a. Academy leadership teams will review progress and refine practices. b. Staff will participate in professional learning related to academy implementation. c. Partnerships with community and industry will be maintained.	Academy review reports	WSF, \$ Title I, \$ Title II, \$ Title III, \$ Title IV-A, \$ Title IV-B, \$ IDEA, \$ SPPA, \$ Homeless, \$ Grant: __, \$ Other: __, \$

APPENDIX B: SCHOOL COMMUNITY COUNCIL ASSURANCES FORM

One of a School Community Council's (SCC) main functions is to review the school's Academic Plan and Financial Plan for the upcoming school year and either recommend revisions of the plans to the principal or recommend the plans for approval by completing the SCC Assurances Form.

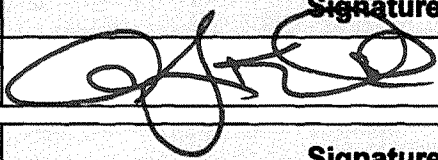
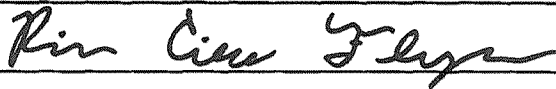
The SCC Assurances Form has two pages. If the SCC is recommending revisions of the Academic or Financial Plan to the principal, please include this information on the second page of the form. If there are no revisions or comments to the plans, please write 'N/A' in the boxes on the second page. The name and signature of the SCC chairperson must be included on both pages of the form, regardless of revisions or comments added to the second page.

Hawaii State Department of Education School Academic Plan and Financial Plan Annual Assurances and Recommendation for Approval

The **HILO HIGH SCHOOL** School Community Council (SCC) recommends the school plans to the Complex Area Superintendent for approval and assures the following:

1. The SCC is correctly constituted and was formed in accordance with the Board of Education policy, Department of Education procedures and state law.
2. The SCC reviewed its responsibilities under the Board of Education policy, Department of Education procedures and state law, including those related to the review of the Academic Plan and Financial Plan.
3. The SCC sought and considered all recommendations from the school community or committees before recommending the plans for approval. (Check all that apply)
 - ☒ A School Community Council Meeting was conducted on **Jan 22, 2026** to share the school data and gather input on student priorities.
 - ☒ A School Community Meeting was conducted on **Mar 11, 2026** to share the draft Academic Plan and Financial Plan and gather feedback and recommendations.
 - ☐ Other (list): [Insert text. Examples: School Leadership Team, Curriculum Committee, School Safety Committee]
4. The SCC reviewed the Academic Plan and Financial Plan and found that they are based upon a thorough analysis of student performance data, and use evidence-based interventions.
5. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. The principal has provided a clear explanation to the SCC about the status of each of the recommendations made by the SCC regarding the Academic Plan and Financial Plan.
7. This school plan was adopted through consensus or by vote by the School Community Council on: **Mar 11, 2026**

Attested:

HILO HIGH SCHOOL Principal	Signature	Date
Adrian De Mello		Mar 27, 2026
SCC Chairperson	Signature	Date
River Flynn		Mar 27, 2026

SCC Recommendations to the Academic Plan and Financial Plan:

The School Community Council, in review of the Academic and Financial Plans, has provided the principal with the following recommendations for consideration. These recommendations are included as a means to share these issues with the Complex Area Superintendent and to identify the action taken by the principal on the SCC recommendations. If no recommendations were made, please write "N/A." SCC Chairperson signature is required on both pages.

SCC Recommendation:	Rationale for the SCC Recommendation:	Principal's Response to SCC Recommendation:

SCC Comments: Statement of Problem or Concerns regarding the Academic Plan and Financial Plan review process.

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Attested:

SCC Chairperson	Signature	Date
River Flynn		Mar 27, 2026

APPENDIX B: BELL SCHEDULE

Pursuant to Hawaii Revised Statutes Section (HRS) 302A-251, as well as the current Hawaii State Teachers Association collective bargaining agreement, all Hawaii public schools must establish school schedules (including teacher work year, teacher schedule, and bell schedules) that meet student instructional hours and school year requirements. **However, in certain circumstances, a preferred bell schedule may not comply with existing regulations and will therefore require a School Community Council (SCC) waiver, effective for up to one school year.**

To ensure the appropriate number of instructional hours and school year requirements are being fulfilled, schools are encouraged to utilize the provided **bell schedule tool**.

Total student instructional hours per year (<i>Per HRS 302A-251, all public schools, excluding multi-track public schools, shall implement a school year that includes 1,080 student instructional hours</i>)	[Insert value; refer to cell D58 in the bell schedule tool]		
Has an SCC Waiver Request Form been submitted to address bell schedule compliance?	Yes	No	N/A, we meet the requirement
Hilo High School Bell Schedule: [Please link, embed a table, or insert an image of your school bell schedule here]			